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ABSTRACT

This teacher's guide to unit 5 of the 12th-grade second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of the five activities that focus on the case study of the Cummins Engine Company. In addition, the guide provides instructions for coordinating the use of the student text, audiovisual aids, and skill kit for the unit. The introduction includes a statement of the general rationale, knowledge objectives, analytical skill objectives, moral-reasoning skill objectives, participation skill objectives, instructional design and procedures, and evaluation materials for the course and the unit. A major objective of the study of the Cummins Engine Company is that it serves as an example of a system experiencing development. Learning about issues of growth and job security at Cummins establishes this concept of political development. In addition, the Cummins documentary provides information about work environments as political systems. Students observe the changing pattern of development in the multinational corporation and then may apply the concept to new and different situations. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

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EXPERIMENTAL
EDITION

COMPARING POLITICAL EXPERIENCES

POLITICAL ISSUES

Jobs and Engines

Teacher's Guide

8-409

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PREFACE

"Jobs and Engines" is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information. "Jobs and Engines" is one of four topical units in the Political Issues course.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and Stuart Lazarus carry primary responsibility for the development of the "Jobs and Engines" unit.

The first field test of "Jobs and Engines" is taking place during the 1975-76 school year. The unit will be pilot-tested in schools across the nation. Through formal evaluation, site observation, and informal feedback, we hope to determine the major strengths and weaknesses in this version of the materials. In the past, we

have found this kind of testing to be invaluable in contributing to revisions of our work.

At this stage of the development of the materials, we will seek advice and criticism from a wide range of sources regarding the content and instructional methodology in the materials. We encourage anyone who has ideas regarding the materials to send them to us. The strength of the revision depends on such feedback.

Judith Gillespie
Stuart Lazarus

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INTRODUCTION

The teacher's guide for "Jobs and Engines" is designed to provide specific objectives and instructional procedures for each of five activities in the student materials. In addtion, the guide provides instructions for co-ordinating the use of the student text, audio-visual material, and skills kit for the unit. It is important to have an overview of the Political Issues course as a whole and the place of the "Jobs and Engines" unit within it. This introduction will provide a statement of the general rationale, objectives, procedures and evaluation materials for the course and the unit.

General Rationale

Political Issues serves two general purposes for the entire Comparing Political Experiences program. First, it helps students expand their knowledge from the first semester course. In this way it affords students the opportunity to practice the range of skills introduced in the first semester as well as additional skills introduced in the first semester as well as additional skills introduced in the second semester. To make these links with Political Systems, Political Issues investigates in depth the four political experiences of maintenance, change, development, and conflict. A second major purpose of the course is the creation of an alternative to problems of democracy, world politics, or other elective courses at the eleventh or twelfth grade levels. For this purpose, teachers can use units sequentially or they may use them independently as mini-courses.

Four units comprise Political Issues. Each unit focuses upon a separate issue which illustrates one political experience. The political maintenance unit will be based on a study of the United Mine Workers Union between 1918 and 1975 and its fight to secure mine safety standards. The political conflict unit will focus on the busing controversy in Boston, Massachusetts and the reactions of participants in that controversy. The political change unit, "Clean Air Now" , will be based upon changes in the community of Riverside, California as it confronts the issue of smog. Cummins Engine Company and employee job security during its growth as a multi-national coporation will provide the content for the political development unit.

Five general goals underlie the development of instructional material for Political Issues. First, the course teaches a framework for viewing political life as a system. Secondly, it aims to impart understanding of common political experiences. The experiences of maintenance, change, development and conflict will become the central concern of the units developed for this course. Only by understanding common political experiences can students make sense of changes in political systems over time. Third, the course includes opportunities for students to practice various analytical skills. These focus upon improving student ability to organize and evaluate knowledge in several ways. Fourth, Political Issues gives students opportunities to practice skills of moral reasoning, an added dimension of the CPE program. Students are asked not only

to analyze situations but to reason about the rightness or wrongness of the actions taken by characters in them. The fifth general goal of the second semester course is the development of participation skills including involvement in activities both inside and outside of the school.

Beyond these five goals of Political Issues lies the overriding goal of the entire CPE program, the promotion of student social self-fulfillment. The knowledge, analytical, and moral reasoning skill goals seek to encourage individual growth on the part of students. The participation component of the course is designed to capture the group dynamics of politics. Hopefully, through the participation component, students will understand that group behavior lies at the heart of political life. By pursuing goals which increase individual and group growth simultaneously students will move toward the goal of social self-fulfillment. These general objectives of the course are outlined within the categories below.

Objectives

Knowledge Objectives. Political Issues aims to impart knowledge of facts, concepts, and generalizations. Each type of knowledge becomes valuable to students of the course. Knowledge of facts can help students in several ways. Since we carefully chose topics with implications both for today, and for the future, we feel that learning something about these topics can sensitize students to recognize topics with similar attributes. More importantly, however, is that

facts can help students categorize knowledge in formulating concepts. In learning the concept of political development, knowledge of the growth of Cummins Engine Company can service students as a concrete example of a system experiencing development. Students can refer to the emergence of Cummins from a small family owned company to a multi-national corporation. They can observe the changing patterns of political resources and activities at Cummins during this study. Learning about the issues of growth and job security at Cummins can serve to concretize the concept of political development for students.

Another knowledge objective is that students move beyond the concrete examples to knowledge of abstract concepts applicable to any situation. This is a necessary though difficult step to becoming an independent thinker. Student knowledge of the concept development will enable them to understand that experience whenever they confront it. However, students can always draw upon their knowledge of Cummins as a concrete case of development.

These concepts are not merely the pets of curriculum developers isolated in far-off universities. If they were, we would be satisfied if students could memorize and recite their definitions. Ideally, students will move from the Cummins case as an illustration of the experience development, to knowledge of the concept development and beyond to extending this knowledge of development to their own activities. Students should be able to recognize examples of development around them. This conceptual knowledge of development should help students to confront and cope with instances of develop-

ment more successfully than before they took the course. The same argument applies to knowledge of the concepts of maintenance, conflict, and change.

In addition to the political experience concepts, Political Issues aims to give students knowledge of other concepts used in Political Systems. The concepts of system, resources, and activities become powerful analytical tools for students to use in describing the various political experiences presented in the course. The concept of system can provide students with a common frame of reference for viewing the Boston schools, Cummins Engine Company, the city of Riverside, California, and the United Mine Workers Union. The concepts of activities and resources are so commong to political experiences of any type that they become powerful organizers for students.

Skill Objectives. Political Issues will include opportunities for students to develop their abilities to use a variety of skills. While some of these opportunities will appear with the text material, many of them will be contained in a separate skills kit accompanying the course. Teachers might use some skill activities and ignore others. The developers, through a teacher's guide, can suggest what skills to focus on in various parts of the course. However, classroom teachers are often better able to make judgments about the needs of their individual students. If teachers feel certain skills should be emphasized, the separate skills kit will provide a reservoir of activities from which to choose. Skill objectives fall into three general categories: analytical skills, moral reasoning skills, and participation skills.

Analytical Skills. To make sense of political experiences around them, students need the ability to use a variety of analytical skills. A prerequisite to using knowledge successfully is student ability to comprehend material they see in various forms. For example, newspapers present students with maps, charts, graphs, pictures, and interviews. One set of analytical skill objectives represents student ability to translate and to interpret such data. The objectives also stress student ability to formulate questions about political experiences, to speculate alternative answers and to bring evidence to bear on each of them. The course further emphasizes student ability to compare political experiences in a variety of settings including school, work, national, and multi-national areas. Achievement of the objectives will contribute to student ability to conduct independent inquiry about political life. The general analytical skill objectives follow:

1. Students will be able to translate, interpret, and extrapolate information about politics.

2. Students will be able to formulate questions from data presented to them about political life; they will be able to clarify these questions and restate them in the form of clearer, more precise questions.

3. Students will be able to hypothesize alternative answers to the questions they formulate.

4. Students will be able to organize and bring evidence to bear on hypotheses about political life.

5. Students will be able to formulate generalizations to describe political experiences.

6. Students will be able to compare political experiences in a variety of settings.

7. Students will be able to speculate alternative future trends in political experience and to recognize the consequences.

Moral Reasoning Skills. Political Issues will encourage students to analyze four political experiences. For example, we will ask students to identify instances of inequality in analyzing conflict situations. Student ability to use the concept of inequality enhances comprehension of the larger concept of conflict. Underlying this activity is our desire to move students from a concrete understanding of political life in one situation to an understanding of abstract concepts applicable to political life in any situation. Theories of cognitive development, among others, support our contention that some students can utilize abstract concepts and have the capacity for learning them.

We also want students to identify moral issues which characters confront, to decide about the action characters should take and to explain the reasons for their decision. Moral issues focus on such topics as family and peer relations, truth, personal conscience, and property. A specific situation probably includes a number of such issues. Each issue will raise questions about the actions of the main character. For example, we will ask students to read about a Boston student confronted with a decision of whether to participate in a boycott of South Boston High School. Students will discuss obligations to a family which wants the student to attend school to get an education, and obligations to peers who support the boycott. They will be encouraged to give their opinions about the action the student should take and to substantiate their opinions with

reasons. Underlying this procedure is our desire to develop students consistency in thinking about moral issues.

Cognitive Moral Development theory suggests that individuals can develop their ability to think about moral issues by exposure to different reasoning styles. We want students to offer their opinions and reasons for action in response to a variety of moral situations which we will highlight in the curriculum materials. The situation of the student in South Boston represents one of many moral issues contained in Political Issues. Such examples allow students to express differing opinions over important issues and at the same time to hear different reasons for taking action. The specific moral reasoning skill objectives for Political Issues follow:

1. Students will be able to articulate the moral characteristics of a situation.

2. Students will be able to state a position concerning the issue(s) identified: they will be able to clarify their position and restate it.

3. Students will be able to give reasons for the position stated: they will be able to justify the reason given in light of all the circumstances in the issue.

4. Students will be able to consider alternative positions: they will be able to reflect on their position and to reconsider it in light of other positions.

5. Students will be able to restate a position after clarification, and reflection.

Moral reasoning episodes as well as other activities throughout the course will emphasize active listening by students. The materials will encourage students to listen and to respect the ideas and feelings of others.

Participation Skills. Political Issues takes off from Political Systems in extending participation activity to a variety of settings. While Semester One emphasized participation in the school, Semester Two provides opportunities for participation in the school setting, the work setting, and the local community setting. Opportunities will be continuous in a single setting; that is, students can choose participation activities in the work setting across all four units. We feel that this chance for intense and continuous participation in a single setting will enhance student development of participation skills. The activities will suggest a variety of roles students might assume. They are included in the participation objectives which follow.

1. Students will recognize themselves as political actors.
2. Students will be able to assume observer roles in group settings.
3. Students will be able to assume supporter roles in various political activities.
4. Students will be able to assume advocate roles in various political activities.
5. Students will be able to assume facilitator roles in various political activities.
6. Students will be able to assume organizer roles and mobilize individuals to accomplish a task.

In addition to role play activities, students will also learn specific participation skills in each of the units in the course. In the "Jobs and Engines" unit, they will acquire skills of task implementation. These skills should prove useful to students in political situations in their everyday lives.

All of the goals and objectives of the course are carefully integrated in Political Issues. Hopefully, the course will become an exciting extension of Political Systems as well as a substitute for a variety of eleventh and twelfth grade electives.

Instructional Design and Procedures

Many features of the instructional design for Political Issues are similar to those for Political Systems. We have the same interest in mastery learning, in instructional variety, and in transfer of learning. However, many of the instructional ideas are significantly different from those of the first semester. The following paragraphs are designed to lay out some of those differences. They indicate ways we go about developing lessons.

Five instructional design features of Political Issues will be discussed in the paragraphs which follow. There will be a discussion of the use of "documentaries" as a basis for the development of units. There will also be discussion of a student-centered approach and what it means in terms of the Political Issues activities. We will then outline an approach to concept learning and its implications for the development of materials. We will also refer to the use of the school, work settings and the community for participation activities. Finally, we will present our ideas about a skills kit and its use. Each of these aspects of the course are related. Documentaries will be used as springboards for skill learning. They will also be used for concept learning. Therefore, the various components of the instructional design are highly interrelated and should be viewed as pieces of a whole.

The use of documentaries. A documentary can be defined as an extensive treatment of a well-defined topic. The nearest analogues are probably white papers produced in print or through various visual media, or some of the standard programs such as NOVA or PBS. Documentaries represent the core of instruction for each of the four units in the Political Issues. The reasons for using the documentaries are several. One reason is that we want students to work with concepts and skills in terms of a great deal of information about some small segment of political life. Another reason for promoting documentaries is that they give us flexibility in unit development because we are able to use them as a base for many other activities in the course. We can therefore have a wide variety of types of activities and still retain a systematic and well-developed core of materials through which students have consistent and continuous contact. A final reason for using the documentaries is that we believe that if they are presented in a dramatic and interesting way, they will hold students' interest and seem relevant to the types of political situations that they see in other media, whether it be in magazines or on television.

Each of the four units is based on a different documentary. The documentaries were chosen purposefully on several criteria. First of all, we wanted cases which would stretch across multiple units of analysis. Therefore, we have a school case in the Boston School desegregation issue. We have a case of interest group organization in the United Mine Workers Union, a community-national case in the pollution control issue in Riverside, and an international case in Cummins Engine Company.

The cases were also chosen because we thought they were relevant to students' everyday lives. The school cases may appeal to some students as they participate in a school environment on a regular basis. However, students also participate in work environments. The Cummins case is included so that we could provide good information about work environments as political systems. We chose the United Mine Workers case because we wanted students to see how politics operated in a union. In one or another way, many students entering the work environment will also enter the environment of unions and other interest groups. Students who work in communities may also encounter political party or other interest group organizations and we wanted students to get some experience in seeing how interest groups operate. The air pollution case focuses on community life and major changes in lifestyle which directly affect community members. It also demonstrates national-community government relationships and how EPA rulings can affect local community members. Therefore, the documentaries provide stimulating and important issues for students to study which are relevant to their everyday lives and which they can explore across multiple levels of analysis and extend their understanding of political life.

The documentaries also include a rich base of primary source data. We decided that we needed to avoid long descriptive commentaries on what was happening and use material which showed people talking in their own words about what was happening to them. We think that the primary source data will make a major difference in the transfer of learning from the course to other situations. We

feel that a dramatic and personal approach with primary source data is necessary in order for students to transfer what they are learning into other settings.

The documentaries are developed so that we can illustrate the knowledge objectives that we have for the course. Students are able to use the documentaries as a base for identifying and applying concepts and understanding why political experiences come about. They are also able to use documentaries in a different way. We have created a skills kit which allows students to experience analytical skill and moral reasoning skill lessons throughout each of the four units. Therefore, the kit serves as a "grab bag" for the teacher who will be instructed that at various points in each of the units, students are to use one or more of the analytical and moral reasoning skills lessons. In addition, the documentaries demonstrate a variety of ways people participate in political life. Role profiles can be built which will aid students in exploring different roles they can take in political settings relevant to them. In these ways, the documentaries promote a concrete knowledge base for the course, a variety of bases for undertaking skill activities, and important springboards for undertaking participation activities.

Student centered lessons. In a variety of ways, Political Issues includes "real people" in the course. We have tried to include original data from students, teachers, parents, and other community members in many of the units. We have gathered interview data on the average student worker or family member in order to make these characters as real as possible for the students.

The course is also student-centered because it taps a variety of applications that are relevant to students. It begins with material about students and other people who are part of the communities in which students live. We use these types of primary source data to begin to move from the students' own environment to the consideration of other political units at the local, national, and international level. In this way, the students can understand the ideas, concepts,and skills in their own terms before they move to other levels of analysis.

There is also an affective orientation to the course which is highlighted in two ways. One, we spend considerable time asking students how they feel about situations and asking them to express their opinions on a wide variety of political phenomena which are illustrated by the documentaries. In this way, we consistently attempt to have the students put themselves in the position of the actors in these situations and to relate these situations to their own personal feelings and desires.

Another aspect of the affective orientation is that we intend to have students work together to accomplish classroom tasks. We think it is impossible for students to operate in a classroom without being able to take on basic active listening roles and to consider the opinions of others. We also think it will be impossible for them to work effectively without having certain skills in working together in groups with various purposes and in various ways.

An approach to concept learning. It has been our approach to teach concepts in a rule-example style. In the second semester course our desire is to have students know the facts of a case well before they encounter a concept. The documentaries should give students a core of knowledge which will allow them to bring a great deal of evidence to bear in the instances and non-instances of a concept as well as to use a concept in a context in which they are familiar. Too many students seem not to know very much about politics at all. Because of this, they cannot surface their own examples to apply them to definitions. We use the documentary as a base for giving students the facts and having them then apply concepts to the documentary. As a result of this strategy, knowing facts becomes an important objective of the course, and students are required to know selected aspects of the four cases on which the units are based.

The laboratory base. Just as the school has been used as a laboratory in the first semester course, Political Issues allows students to extend their knowledge out of the school into the work environment and the community. We have created the opportunity for students to work for a whole semester in a single setting. That setting can be at work or in some community organization or in the school. They will have periodic and continuous opportunities to apply their ideas and to practice skills in the setting which is important to them. This kind of continuous work in a single setting and the continuous opportunity for participation in a variety of ways, should provide a base for extending students' knowledge and skills in participation in the course.

The Skills Kit. We have designed a skills kit which includes analytical skill lessons, moral reasoning skill lessons, and participation skill lessons. Each of these components will be described below. The flexibility is necessary and important for teachers who have students of widely varying ability or students who have mastered certain key analytical and moral reasoning skills and not others. A teacher should be able to use any of the intellectual skills lessons in the kit in any order in any of the four units. There will be several suggestions for sequences through which the teachers can use the skill kit, and a teacher can tailor the use of the skill kit to the individual needs in a classroom. By the end of all four units we would expect students to achieve the analytical and moral reasoning skill objectives which are the core of the course, but the order and sequence in which they are learned is left to the teacher.

We have also built participation exercises which are part of the general skills kit. They include lessons in developing participation skills as well as application or direct participation experiences in the school, local communities, and work settings. The participation portion of the skills kit is as flexible as any other. It includes lessons on building participation skills such as making decisions and working in groups. These skills can be practiced in any classroom for any teacher's purpose; it will also direct participation experiences which students can undertake on a long term, full semester basis so they can transfer the knowledge and skills that they have learned into a political setting that is important to

them. This allows students who have taken the first semester course of CPE to omit many of the skill building exercises and go into an extensive participation experience in a single setting in the second semester. It should also allow students who have not taken the first semester of CPE to build participation skills and get some ongoing experience in a stable political environment.

Throughout each of the units, activities from the student materials are sequenced together with activities from the skills kit. This guide will provide specific instructions about when to use the skills kit. The kit itself provides instructions about what to do for a particular lesson. Therefore, when the first skill exercise is suggested in Activity One of this unit, teachers should turn to the section of the skills kit which is suggested and choose a lesson which will be appropriate for their students. The skills kit contains all necessary instructions for each skills lesson.

Schedule of Activities

Each of the units in Political Issues are designed to take approximately 3-4 weeks of class time. It is difficult for developers to estimate how long a particular activity will take, but a schedule for this unit can be outlined as follows:

Schedule for "Jobs and Engines"

Activity	Estimated Teaching Time (50 minute class meetings)
1. The People Who Work Here	2
2. From Columbus To The World	4-5
3. Closing The Border	3-4

Activity	Estimated Teaching Time (50 minute class meetings)
4. Who Controls My Job?	4-5
5. How Big?	2
Mastery Test	1

Evaluation

The importance of evaluation in a pilot test of a course cannot be underestimated. Feedback from the evaluation provides key ideas for the revision of the materials. A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each activity, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the Teacher's Guide and mailed as soon as possible.

The evaluation will also include student reactions, information gathered from site observations, and critiques obtained from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

ACTIVITY ONE: THE PEOPLE WHO WORK HERE

(Text pages 1-25)

Activity One presents students with information about the history of Cummins Engine Company. An audio-tape titled "The People Who Work Here" contains all of the information which students will read and hear as they work with this activity. A brief introduction preceeds the audio-tape script. It attempts to describe Cummins as a political system.

The audio-tape is divided into three sections. In Section I, a former employee describes what it was like to work at Cummins beginning in 1928 and through the years of the depression. His reflections reveal how different working conditions are today as compared to 40 years ago.

Section II of the audio-tape contains the reaction of serveral workers at Cummins about employment in a large factory. They surface many complaints about their job ranging from pressure put on them by management to the lowered interest in working on an assembly line. Even though they have complaints about their working conditions they all agree that having a job at Cummins, or having a job at all, makes them very lucky.

As Sections I and II did, Section III also contains the reactions of a variety of workers at Cummins Engine Company. However, it differs from the first two sections of the audio-tape in that it also contains the feelings of a variety of managers who work at Cummins Engine Company. Both the managers and the workers are

reacting to the growth of Cummins, particularly its expansion into other countries throughout the world.

The audio-tape is designed to give students a concrete example of political development, for which a formal definition appears in Activity Two, FROM COLUMBUS TO THE WORLD. Each section of the audio-tape is followed by a set of Discussion Questions. Students should respond to these questions in written form after they listen to each section of the audio-tape. Then, you should conduct a class discussion based on student responses to these questions. In concluding this activity, you will find a reference to Section I Part A of the Skills Kit. This section of the Skills Kit contains 3 exercises on Question Asking. One of these lessons will be particularly useful for your students as they approach the second activity of the unit.

Instructional Objectives

After completing work with Activity One students should be better able:

1. To gather information from an audio-tape. Students can demonstrate achievement of this objective by responding to the questions which follow each section of the audio-tape.

2. To identify examples of how expansion of the company might affect workers' jobs. Students can demonstrate the achievement of this objective by their responses to the discussion questions at the end of Section III of the audio-tape.

3. To identify questions useful for inquiring about political life. Students can demonstrate partial achievement of this objective by their work with Section I Part A of the Skills Kit on Question Asking. They can indicate mastery of this objective by their responses to the mastery test for this unit.

4. To describe Cummins Engine Company has a political system. Students can demonstrate achievement of this objective by their responses to the questions on page 8.

Instructional Procedures

Activity One should take approximately one day of class time. It is designed to introduce students to the idea of political development. However, in this activity, students should not worry about applying formal definitions to the things which they hear. These definitions will be introduced in Activity Two. Hopefully, students will simply see that Cummins grew rapidly and that its rapid growth drastically affected the way things happened at that company. You should indicate to students that they should listen for changes in the goals of the company and in the way work is done there.

The audio-tape is approximately 15 minutes long "Seven and a half IPS". Each individual scene lasts from 3 to 5 minutes. You should stop the tape at the end of each scene (there is a short leader before each scene) and use the discussion questions following each scene to help students interpret the information they have heard in the audio-tape. These questions and possible student responses will be outlined below.

Before beginning the audio-tape have students read pages 1 through 9. Then use the questions on pages 6 and 7 to help students interpret the information presented in the tables and in the diagrams. Use the questions to organize a class discussion.

1. In 1945, how much were the profits at Cummins compared to the sales?

   In this and the following questions, call on several students to gather this information from the tables presented in the text. If students have difficulty, refer them to the appropriate spot in the table. For example, in 1945 sales were $22,840,000 and profits were $703,000.

2. How much did Cummins make in sales in 1974? How much did Cummins make in profits in 1974?

   A table enabling students to answer these questions was left out of the text! Tell students that in 1974, Cummins made over $800,000,000 in sales and over $300,000,000 in profits.

3. During what year did Cummins Engines power the largest percentage of trucks?

   Most students should agree that during the year 1964 Cummins Engines powered the largest percentage of trucks made in the United States.

4. What does the table indicate about the growth of Cummins between 1956 and 1973?

   Call on several students who may have gathered this information from the table. If students dispute the proper answer, refer them back to the table and ask them to be certain that they have used the table to gather the information correctly. The table indicates that the total number of heavy duty trucks made in the U.S. by Cummins has increased sharply since the year 1956. Also the percent of trucks made in the United States powered by Cummins engines increased drastically from 1956 to 1964 when it leveled off.

5. Below you will find a completed chart such as that that appears on page 8 of the student text. Use this chart to help students work through these questions in their students texts.

Those with most status are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

Those with most material wealth are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

Those with most ideas are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

Those with most organizational skills are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

Those who make most decisions are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

Communication at Cummins flows from: Clessie Cummins, W.G. Irwin, H.L. Knudsen to the production workers.

Those who lead groups at the company are: Clessie Cummins, W.G. Irwin, H.L. Knudsen.

After students have completed their responses to the questions, ask them to read page 9. Call on several students to describe Cummins as an elite system. Then, play Section I of the audio-tape. After this section has ended then, use the discussion questions on page 14 to organize a class discussion.

1. How did people get jobs at Cummins in 1928?

   The most common way to get a job in the early years was simply to line up outside the factory and wait to see the plant superintendent. The plant superintendent appeared frequently and usually chose the first people in line. Another way to get hired in the early years was to belong to Ms. Sweeney's Young Men's Bible Class at a local church in Columbus, Indiana. Occasionally, she would send one or two of the men in her class to Clessie Cummins or to the plant superintendent to get a job.

2. Who were the most important people at Cummins Engine Company at Cummins in 1928? Why?

   In responding to this question, students may want to refer to the diagram on page 6. According to this diagram, the most important people at the company were Clessie Cummins, W.G. Irwin, and H.L. Knudsen. Clessie Cummins was the organizer and served as plant manager. W.G. Irwin supplied the money which supported the company during its early years. H.L. Knudsen, as chief engineer, supplied the most important ideas which enabled Cummins to produce well designed diesel engines. Together these three men made nearly all of the important decisions on behalf of the company. Few other people in the company participated in making important decisions.

3. Who were the least important people at Cummins in 1928? Why?

   Again, students may want to refer to the diagram on page 6 in responding to this question. In terms of status, the production workers seemed least important to the company during the early years. While they were crucial to the manufacturing of diesel engines, they made very few decisions for the company. They received information which was communicated to them from the managers of the company and they rarely, if ever, became involved in making business decisions with the managers of the company.

4. What major differences exist between Cummins today and Cummins in 1928?

   Section I of the tape suggests several things which characterize the company in 1928. At that time a worker's salary was usually 25¢ an hour or slightly more. In addition to that, there was very little machinery used in the shop and most work was done by hand. While the workers did not have an important position in making decisions for the company they were in rather close contact with its managers. The man on the tape tells how frequently he saw Clessie Cummins in the shop. He even describes the company as a "family".

After you have completed a discussion of Section I of the tape play Section II. Ask students to follow along the printed transcript on pages 15-18. This section lasts for only 3 or 4 minutes.

When it is over, instruct students to respond to the discussion questions on page 19. Then use these questions to organize a class discussion about the second section of the tapes.

1. What things do workers at Cummins place the most value on today?

   Nearly all of the people responding to this question place a premium on interesting work, interesting people, and the cooperation of the management of the company.

2. What are the most frequent complaints that the workers have?

   In Section II of the tape, workers voice many complaints about their jobs. For example, Ben says that a great amount of monotony has become part of the job. He feels that the job is no longer interesting, but points out that this is true of jobs everywhere and not merely at Cummins. Tony complains about the pressure put on him by the company. Specifically he focuses on the strict rules for taking breaks. Ted complains about the caliber of people at the company today. He claims that many people have lost the sense of pride which they once had in their work.

3. How do you account for these complaints?

   Encourage your students to speculate about answers to this question. While you should except nearly any response, try to focus student attention on the fact that the growth of the company has demanded that people's time be much more structured and that there is now a much larger emphasis on production to meet the growing demand for diesel engines.

4. What would happen to people at Cummins if they lost their job?

   Only Barry responds directly to this question. According to him, he would be frightened and terrified to be without a job. He said that it would be miserable. He also says that he hasn't really thought about a chance that he may find himself without a job. Despite the complaints about the job voiced by Tony, Ted and Ben, the most important thing to them is the fact that they have jobs. If your students are interested, encourage them to speculate about the possibility of having a full-time job and then losing it. Ask them how they would feel and why? Then ask them what they would do. However, if your students do not express an interest in discussing this question, simply pass over it.

After you have completed the discussion questions for Section II of the audio-tape, play Section III. It is the longest section of the tape and will last approximately 7 minutes. When it is over ask students to respond to the discussion questions on page 24. Then use these questions to organize a class disucssion about Section III of the audio-tape.

1. What major differences exist between Cummins 1940 and Cummins today?

   Students will probably respond that the company is much bigger today than it used to be. Therefore, there is a much greater need for things such as written communication between members of the company. Also the company has begun to expand into other cities of the United States such as Jamestown, New York and Charlestown, South Carolina. Further, it has expanded into other countries such as Mexico.

2. How do you account for these changes?

   Students should respond that most of these changes can be attributed to the fact that more people must want diesel engines today. Therefore, Cummins and other companies are being asked to produce more of them and employ more workers to do this.

3. How has expansion into foreign countries affected the job security of workers at Cummins?

   Most of the people feel that expansion into foreign countries makes their jobs at Cummins more secure. For example, Steven feels that because Cummins furnishes Mexico with many parts to build engines, they need to employ more people in Columbus, Indiana to build the parts. Barry feels initially the same way but would still rather see business kept completely within the United States. Ron feels that expansion into foreign countries has given people new opportunities. For example, people today can think about the possibility of working in Brazil or Venezuela. Only Mark feels that expansion into foreign countries is not a good idea. He feels that it costs money to expand into other countries and when that happens someone has to pay for it. He thinks that the people who end up paying for it are the people who work in the United States at Cummins Engine Company.

4. What countries does Cummins depend on for business? Why?

While Cummins interacts with many countries including the United Kingdom, Mexico, Brazil, and Venezuela it seems very dependent upon Mexico. It produces a large number of engine parts which it sells to Mexico. In Mexico the company, DINA, assembles these parts and sells completed Cummins engines in Mexico. The tape implies that the relationship with the Mexican company is a very important relationship to Cummins. As long as they keep doing business with the Mexican company, they will be able to provide many more jobs for people in the United States who make the parts which are sent to Mexico.

5. How do people communicate with each other at Cummins today?

Students should see in various parts of this section of the audio-tape references to written memo and telephone conversations. This seems to be the greatest difference in the way people communicate at Cummins today as opposed to 40 years ago. At that time there were few enough people working at the company for the production workers to talk directly to the managers of the company. Today so many people work for the company in such a variety of positions that written communication and telephone conversations become essential to the operation of the company. It can no longer operate by the personal interaction which characterized it during its early years.

6. What sorts of planning have become important to managers at Cummins?

The people at Cummins made plans to expand their operation and try to sell engines for boats, electric generators, and to even buy companies which made such items as snow skiis. It is important for your students to understand that Cummins did not just expand by accident. Many of the people in this tape and many of the people they will read about had clearly in their minds the idea that Cummins should expand and that Cummins had to expand in order to compete as a thriving engine company.

7. List three questions which would help you find out more about the growth of Cummins Engine Company.

This is a lead-in to a question-asking exercise from the Skills Kit. Call on several students to give examples of useful questions. Ask them what makes some questions more useful than others.

At this point it will be useful for your students to complete an exercise from the Skills Kit on question asking. Such an exercise will make your students sensitive to the kinds of useful questions which they should ask as they inquire about political development in this unit. Turn to Section I Part A of the Skills Kit on question asking. There you will find 3 exercises. Choose one for use in your class. You will find students copies of these exercises in an envelope marked Section I Part A Question Asking. The instructional procedures to accompany each exercise are presented in the Skills Kit along with the exercise.

If you want students to prepare out of class for the next meeting ask them to read Activity Two: FROM COLUMBUS TO THE WORLD, Text pages 26-32 and to answer the questions which appear in the text.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY ONE. THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Jobs and Engines
Activity I

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teacher's Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity? (circle one)

   1 2 3 4 5 6 7 8 9 10 ____

2. Which of the following statements best describes your assessment of the section in the Teacher's Guide for this activity?

   ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?

   ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

- ☐ ..... contributed greatly to my students' achieving the learning objectives.
- ☐ ..... detracted from my students' achieving the learning objectives.
- ☐ ..... engaged the interest of my students.
- ☐ ..... allowed my students to get distracted or bored easily.
- ☐ ..... was too repetitive.
- ☐ ..... was appropriate.
- ☐ ..... was inappropriate (specify) _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

- ☐ This activity just took too long to get through and this inhibited student interest and learning.
- ☐ This activity proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this activity.
- ☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my.....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.
- Other _____

Jobs and Engines
Activity I

8. Which of the following statements best describe your assessment of the audio-visual components of this activity? (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students
were achieving the objectives

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity?

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity? _____

_____

13. Which statements below describe your assessment of this exercise?

☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
☐ The exercise which I chose did not challenge my students.
☐ The exercise I chose was too difficult for my students to complete successfully.
☐ Comment _____

What (briefly) would you identify as the strongest aspects of this activity?

_____
_____
_____
_____

What (briefly) would you identify as the weakest aspects of this activity?

_____
_____
_____
_____

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ACTIVITY TWO: FROM COLUMBUS TO THE WORLD

(Text pages 26-81)

Activity Two formally introduces students to the concept of political development and to related ideas - mobilization and planning. Students should see from the first eleven pages of this activity that Cummins has changed from a primarily elite type structure to a primarily bureaucratic structure. So that you can help students with any difficulty that they may have with understanding these ideas, you should read the first eleven pages of the student text before you come to class. You will find a definition of an elite political system on page 9 in Activity One. A definition of the bureaucratic political system appears on page 31 in Activity Two and a formal definition of political development appears on page 35 in Activity Two.

After an introduction to political development, students will review role profiles of the leaders of Cummins Engine Company of today. Then they will study photographs and narrative text which review the history of the company. This section of the text introduces the students to a formal definition of the concept of mobilization. Before reviewing the history of the company, students will work with an activity from the Skills Kits on evidence gathering. Then they will read the history to look for evidence of mobilization.

Following the history of the company, the text presents a short description of the plans which the managers of the company made about its development. These plans became extremely important

in determining the type of company which Cummins eventually became. This short section introduces students to the concept of planning and to the way planning can affect political development.

After students finish the section on planning, they will work with a role training exercise from the Skills Kit. Then, in preparation for reading the alternative cases presented at the end of Activity Two, they will work with an exercise on comparison from the Skills Kit. They will then read the two cases, one on development in the United States and one of development at Atzlan High School, and will use their knowledge of political development to interpret these two cases. Finally, students will use an exercise from the Skills Kit on moral reasoning. This will allow students to practice their skills in reasoning about moral and ethical issues. Three more reasoning episodes for the "Jobs and Engines" unit appears in the Skills Kit. When the Teacher's Guide indicates, turn to that section of the Skills Kit and use any one of the three exercises.

Instructional Objectives

After working with this activity, students will be better able:

1. To know a definition for political development and to apply this definition to development at Cummins Engine Company. Students can indicate partial achievement of this objective by their work with exercises throughout this activity. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

2. To be able to describe how planning affects development. Students can indicate partial achievement of this objective by their responses to questions on page 64 and their responses to questions following the alternative cases. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

3. To be able to describe how mobilization affects political development. Students can indicate partial achievement of this objective by their responses to questions following the alternative cases. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

4. To recognize evidence that is useful for testing a hypothesis or answering a research question. Partial achievement of this objective can be determined by students' work with the section of the Skills Kit on evidence Section One, Part C. Final mastery of this objective can be measured by responses to questions on the mastery test for this unit.

5. To be able to apply the criteria for making useful comparisions. Students can indicate partial achievement of this objective by their work with Section One, Part E of the Skills Kit. They can demonstrate final mastery of this objective by their responses on the mastery test for this unit.

6. To recognize and apply the criteria for assuming advocate roles in political groups. Students can indicate partial achievement of this objective by their performance in role play exercies contained in the Skills Kit Section Three, Part A. They can demonstrate final mastery by their responses to the mastery test for this unit.

7. To identify a sequence of stages for considering moral and ethical issues. Students can indicate partial mastery of this objective by their work with moral reasoning exercises in the Skills Kit Section Two, Part B. They can indicate final mastery by this objective by their responses on the mastery test for this unit.

Instructional Procedures

The student materials for Activity Two are divided into four parts. The instructional procedures in this section parallel those parts. The first part is a short introduction to Cummins Engine Company as a bureaucratic political system. This part of the student materials extends from page 26 to page 35. The second part is the section of student materials titled Growth To What? This part deals with the concept of mobilization and how mobilization relates to the concept of political development. The third part relates to the student materials section titled Growth By Design. This part focuses on the concept of planning and how that concept relates to development. Finally two alternative cases compose a fourth part of this activity, one case on the United States and one case on Atzlan High School.

Part A: Introduction

Pages 26 through 35 of the student materials provides students with a summary of the distribution of political resources and activity of Cummins Engine Company today. It is crucial for students to know that Cummins has changed from a primarily elite political system to a primarily bureaucratic political system. The information in this summary helps to convey this idea to students. Complete work with this section by asking students to read page 26 through 35 in Activity Two and to respond to the questions which appear in these pages. Then use these questions plus those suggested below to organize a class discussion. The questions and possible student

responses to these questions appear below.

1. In what specific ways has Cummins Engine Company changed since its founding in 1919?

   Accept a variety of student responses at this point. Most students should agree, however, that Cummins has become a much larger company, that the communication within the company is much more indirect. They may make reference to the development of new positions in the company which appear on the pyramid diagram on page 18. After students have responded to question number 1 use the question which follows the pyramid diagram to focus student attention on specific changes in the company.

2. Do you think Henry Schacht, the company's President today, can know as much as Clessie Cummins did about the day-to-day operation of the engine plant? Why or why not?

   Most students should reply that given the growth of the company it is impossible for Henry Schacht to know nearly as much as Clessie Cummins did about the day-to-day operation of the engine plant. While Clessie Cummins used to communicate directly with the production workers in the engine plant, the president of Cummins today communicates through the Executive Vice-Presidents, the Vice-Presidents, the Plant Managers, the Directors, the Unit Managers, the General Foremen, the Line Foremen and finally to the production workers who are members of the Diesel Workers Union.

3. What differences in political resources exist among the various positions depicted in the pryamid chart on page 28? Refer students to the pyramid chart as you ask this question.

   Most students should see that the higher the level on the pyramid chart the more status the people have that occupy that specific level. For example, directors have more status in the company than line foremen. Likewise, executive vice-presidents have more status than directors. Additionally, the higher positions on the pyramid chart usually are occupied by people who receive a higher salary from the company. Also, the higher positions are more likely to engage in making decisions. Generally, political resources and activities are stratified across various levels of the chart. The higher one looks at the chart the greater concentration of political resources and activities.

4. <u>After students have read a definition of a bureaucratic political system ask them - Do you think bureaucratic is a useful term to describe Cummins?</u>

   Be open to a variety of student responses to this question. Try to have students give their opinions about why bureaucratic does or does not describe the political system of Cummins Engine Company. Then, after having received a variety of student responses, refer them back to the pyramid diagram on page 28. Attempt to show them through the diagram, that most political resources and activities are carried out by people according to their level on the chart. Therefore, the term bureaucratic seems to be a useful term to describe Cummins system today. However, ask students if they think other terms which are just as useful. After students have given their opinions, make it clear to them that for the purposes being consistent this unit will make use of the term bureaucratic.

To complete this part of the activity ask students to read the section titled <u>The Cummins System Today</u>. This section introduces to the Grievance Procedure used by management of Cummins Engine Company and by members of the Diesel Workers Union to help resolve complaints which they have with one another. It illustrates many bureaucratic characteristics of the Cummins system. For example, by going through the grievance procedure with students, you can illustrate for them that each complaint begins with the production workers and rises to the managers of the company level by level. This should reinforce the notion of a bureaucratic political system. It should also help make clear to students the definition of political development which appears on page 35. To complete this part of this activity divide the class into small groups. Ask each small group to discuss among themselves a system which they feel has experienced a political development. Then ask

them to work together in their small group to describe the development of the system which they have identified. If a group is unable to think of a system which has experienced development, instruct them to chose any system and to describe what would likely happen to it if it did experience development. After all the groups have completed their work be certain that each one has prepared a paragraph which describes the development of the political system which they have identified. Then, ask a representative from each group to share their work with the entire class. It students have difficulty with the idea of political development, refer them back to the case of Cummins Engine Company as a concrete example of this experience.

Part B: Growth To What?

This part of Activity Two will engage students in gathering evidence of mobilization on Cummins Engine Company. To help students prepare for this part of the activity turn to Section I, Part C of the Skills Kit on evidence gathering. Then choose one of the three exercises you will find there and have the students complete it. An envelope marked Section I, Part C - Evidence Gathering contains student copies of the exerciese. You will find a set of instructional procedures accompaning the exercise you choose to use.

After students have completed work with the exercise on evidence gathering from the Skills Kit ask them to read the role profiles of the leaders of Cummins Engine Company which appear on pages 37 through 41. Then use the discussion questions on page 42 to organize a class discussion.

1. What political resources do the leaders at Cummins possess?

   Students should be able to isolate a variety of political resources held by the leaders at Cummins. These resources include organizational skills, as evidenced by the long experience of most of the managers at the company. Leaders such as Mr. Miller also have a great deal of status as evidenced by the respect which they receive from other members in the company. All of the leaders have the ability to generate good and fresh ideas as evidenced by their use of schooling and training in the business profession. Most of the leaders have a great deal of influence within the automotive industry, as evidenced by the fact that many of them sit on the boards of automotive and trucking companies. Students should see from this exercise that a key to the idea of mobilization is the possession of strong leaders. Strong leaders are defined as those people who possess a wide variety of political resources. The leaders at Cummins are such strong leaders.

2. Now divide the class into small groups of approximately four to six students. They will review the history of the company which appears on pages 43 through 60. As they do, they should look for evidence of the goals of the company. Before students begin their group work, you should tell them that clearly defined goals is an idea in mobilization. As they read through the history, they should make every effort to uncover the goals of the company. They should work as a group to list these goals on the appropriate spaces on page 57. After they have completed reading the history of the company ask the students: what are the most important goals that the history suggests about the Cummins Engine Company?

   The history suggests several goals. One goal is certainly a desire to acquire successful non-engine businesses such as K-2. Another goal involves a desire to establish manufacturing facilities in parts of the world where diesel engines are needed such as Europe and Latin America. A third goal includes an expansion into areas closely related to the engine business such as Fleetguard. Another goal involves the emphasis on thorough research and development. A final goal involves the company's desire to concentrate not only on manufacturing engine but also on distributing them. By reading the role profiles of the leaders of Cummins and the history of the engine company, students should see that the company possessed both the strong leaders and clearly articulated goals necessary for successful mobilization.

3. How does mobilization affect development?

Answering this question ask students to summarize what they have read about mobilization. Generally, mobilization at Cummins solidified support for foreign expansion. As foreign expansion occurred additional levels where developed inside the company to carry out the functions that were necessary for multi-national business. New plant managers, new vice-presidents, new executive vice-presidents all became necessary to manage the increasingly large business. Successful mobilization at Cummins promoted development by increasing number of levels of positions at the company. This point can be illustrated both by reference to the pyramide diagram on page 28 and to the specific position diagram on page 59.

Part C: Growth by Design

Before having students read the section titled Growth By Design, turn to Section III, Part A of the Skills Kit and chose a level one or level two exercise on advocate roles. Student copies of these exercises are in envelopes with titles of specific role play exercises and labelled Section III, Part A, Advocate Roles. Teacher instructional procedures can be found in the Skills Kit on pages 173-181. The exercise will take at least one full class meeting.

After you have completed work with the advocate role exercise from the Skills Kit ask students to read the section titled Growth By Design pages 60 through 64. This section introduces them to the idea of planning and how this idea relates to development. Instruct them to answer the questions which appear throughout the six pages of reading. Then organize a class discussion around the two sets of questions. The questions and possible student responses appear on the next page.

After students read about plans made in 1939 ask:

1. How does this policy differ from the policy of the company in 1920?

   In 1920 the company was much more a "family" business committed to remaining in the Columbus, Indiana area. A statement issued by the five members of Cummins management in 1939 and amplified by Clessie Cummins himself indicates that the leaders of the company generally felt that it should expand and become a larger company both in number of employees and in geographic distribution.

2. How did these specific plans relate to development?

   These specific plans relate to development because they suggest the creation of addition positions in the company and state a specific direction which the leaders of the company agree upon. The direction will involve the creation of new management positions as the company expands throughout the United States and the world.

After students have read the short section about the new Cummins strategy stated in 1971 ask the following questions:

1. How is the policy different from the one stated in 1939?

   While the 1939 policy indicated a general agreement among the leaders that the company should grow, the 1971 strategy is very specific that the company should grow not only in the United States but should expand to become a world wide business. It also makes reference to the fact that the company should expand into areas related to the engine business.

2. How is this policy similar to the one stated in 1939?

   Most students should see that this policy is similar to the 1939 policy in the sense that it calls for expansion of the company. Both policies will create new management positions at the company and will require additional production workers to make more engines.

3. How can planning affect development?

Planning can affect development by directing and guiding it. If the leaders at Cummins had not wanted to expand to become a multinational corporation they would not have invested so much money and effort into developing in this direction. Because it was their desire to develop in this direction, they made specific plans to do so. In 1939 and 1971 policy statements illustrate the planning made at Cummins in preparation for their expansion. Because the 1971 policy takes off from the 1939 policy they both mean that new positions will be created within the political system at Cummins and they reinforce each other.

4. How can this specific strategy affect the development of Cummins to a bureaucratic system?

This specific strategy outlined in 1971 can only lead to a bureaucratic system because it specifies that the company should grow and should broaden its base to include areas outside of the Unites States. This will require that the company learn how to operate in new areas and employ people who can do specific new jobs required of the growing company. This type of planning leads to the pyramid chart on page 28 and the specific position chart on page 59.

Part D: Comparative Cases pages 65 through 81.

In preparation for reading the comparative cases turn to Section I, Part E of the Skills Kit and chose an exercise on comparison. Pass out a student copy of the exercise to each student in the class and have the students work with this exercise. You will find instructional procedures for the exercise in the Skills Kit. Student materials can be found in an envelope marked Section I, Part E Comparison. This exercise should take approximately one class period.

After students have completed the exercise on comparison from the Skills Kit ask them to read the case titled Beginnings In The United States and to answer the questions which follow it. Then use

these questions to organize the class discussion. The questions and student responses appear below:

1. Describe the type of political system which characterized the British colonies in the 1700's.

   The type of political system which characterized the British colonies in the 1700's was a primarily elite system. The King made nearly all the decisions and implemented them through governors of the colonies. The colonies had little influence in making decisions and very few resources. Political resources were concentrated in the King.

2. What plans were made to change the system?

   Two documents, the Constitution and the Declaration of Independence, spell out in detail the plans which were made to change the political system. They specify a direction in which the system should develop.

3. How were people in the United States mobilized to carry out these plans?

   The emergence of two political parties, the Republicans and the Democrats, were major means by which people were organized in the political system. In addition several organized groups such as the American Federation of Labor, Chamber of Commerce, several professional association, the American Medical Association, and several ethnic associations also were instrumental in mobilizing citizens in the United States.

4. Was planning more successful in the United States than at Cummins?

   Most students should realize that it is difficult to determine in which system planning was most successful. However, students should think about Cummins Engine Company and the United States and use the criterion of planning as a way of comparing these two political systems. If they do this, they will find that both systems engaged in a great deal of planning that planning determined the way each political system developed.

5. Was mobilization more successful in the United States than at Cummins?

   Students should make the same type of response to this mobilization question as they did to the planning question. You should encourage them to compare the two political systems on the basis of mobilization in those systems.

Ask the students to read the second comparative case entitled Development at Atzlan High and to answer the discussion questions which follow the case. Then, use these questions to organize a class discussion.

1. Describe the type of political system which exsisted at Atzlan High under the student council.

   Many students should realize that the student council was a primarily elite type structure. Political resources were concentrated in the council leaders and in the school administration because the council leaders consulted closely with the schools administration. Their political resources were concentrated within the small group which included Juan, Jane, and Mrs. Codoni.

2. What plans where made to change the system?

   At Atzlan planning involved meetings of various students to describe the kind of political system which they wanted. Generally, this was a system in which there was greater participation on the part of the students in making the rules which governed the school. They also felt that each student should have a right to equal participation in running the school and they were unanimously against the idea of powerful student leadership which was centered only in a few people.

3. How were students at Atzlan mobilized to carry out these plans?

   After the plans were made, posters began to appear around the school which advertised a new type of student government. These posters described how to become a candidate for the new student senate. The student newspaper was also involved in publishing brief biographical sketches of the candidates. These methods helped to mobilize people in the system at Atzlan High.

4. What were the tactics they used?

   Generally this question is used as another way in which students can respond to methods of mobilization used at Atzlan High. The responses to this question should be similar to the responses in question 3.

5. Where the students more or less successful at mobilization than the managers at Cummins?

   Students should be able to discuss both Cummins and Atzlan High in terms of mobilization. In both situations, mobilization contributed to the development of the political system. Because both systems experienced development, it is difficult to say where mobilization was more or less successful. However, students should discuss both Cummins and Atzlan using the criterion, mobilization.

6. How does planning and mobilization affect development?

   After having read both comparative cases, students will realize that planning and mobilization have a direct affect on political development. Having set the direction for political development, planning guides development in a specific direction. A system might develop into a bureaucratic system or into another kind of system. The plans which the leaders of the system make for development often determine the kind of system which results. Mobilization involves how the leaders in the system organize support for these specific goals. If planning involves making policies, then mobilization involves organizing people to carry out that policy. Both planning and mobilization are crucial to development. Without either one development would not occur.

7. Now turn to Section II, Part D of the Skills Kit and choose any one of the three moral reasoning exercises to use with your students. An envelope with the episode title marked Section II, Part D contains student copies. A Teacher's Checklist accompanies each episode.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY TWO. THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Jobs and Engines
Activity II

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teacher's Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity? (circle one)

   1 2 3 4 5 6 7 8 9 10 _____

2. Which of the following statements best describes your assessment of the section in the Teacher's Guide for this activity?

   ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?

   ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____

Jobs and Engines
Activity II

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

- ☐ ..... contributed greatly to my students' achieving the learning objectives.
- ☐ ..... detracted from my students' achieving the learning objectives.
- ☐ ..... engaged the interest of my students.
- ☐ ..... allowed my students to get distracted or bored easily.
- ☐ ..... was too repetitive.
- ☐ ..... was appropriate.
- ☐ ..... was inappropriate (specify) _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

- ☐ This activity just took too long to get through and this inhibited student interest and learning.
- ☐ This activity proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this activity.
- ☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my....
- ☐ .....high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my.....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.

Other _____

Jobs and Engines
Activity II

8. Which of the following statements best describe your assessment of the audio-visual components of this activity? (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students
were achieving the objectives

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity
Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity
Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity?

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity? _____
_____

13. Which statements below describe your assessment of this exercise?

☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
☐ The exercise which I chose did not challenge my students.
☐ The exercise I chose was too difficult for my students to complete successfully.
☐ Comment _____

What (briefly) would you identify as the strongest aspects of this activity?

_____
_____
_____
_____

What (briefly) would you identify as the weakest aspects of this activity?

_____
_____
_____
_____

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ACTIVITY THREE: CLOSING THE BORDER

(Text pages 82-104)

Activity Three is designed to introduce students to the concept of penetration, and to how this idea affects political development. They will learn about this concept by participating in a role play exercise and then by applying what they have learned in the exercise to a case about the expansion of Cummins Engine Company into Mexico and India. A formal definition of the term penetration appears on page 82 of the Student Materials. There is also a brief discussion on penetration on page 88 and an illustration of this concept in the quotations on pages 84 through 86.

Students will also practice skills in Activity Three. Using an exercise from Section I, Part D of the Skills Kit, students will practice making generalizations about political life. They will use this skill to make generalizations about political development at Cummins and other political units. Students will gain further practice in making comparisons as they read a comparative case on political development in Mexico.

Instructional Objectives

As a result of working with Activity Three, students will be better able to:

1. To identify ways in which penetration affects political development. Students can indicate partial achievement of this objective by their responses to question 5 on page 87. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

2. To formulate generalizations about political development. Students can indicate partial achievement of this objective by their work with the exercise from the Skills Kit. They can demonstrate final mastery of this objective by responses from the unit mastery test.

3. To make comparison among different cases of political development. Students can indicate partial achievement of this objective by their answers to questions on page 104. They can indicate final mastery of this objective by their responses of the unit mastery test.

Instructional Procedures

Students will begin their study of penetration by reading the introduction to the activity on pages 82 and 83. They will then play rounds 1,2,3 of the role play exercise called Closing The Border. The student material for this exercise appears in envelopes marked Closing The Border. After students have played three rounds of Closing The Border they will move on to a short reading describing Cummins' penetration of Mexico and India. They will complete this activity by reading a comparative case of political development focusing on the history of Mexico. The following steps should assist you in organizing students who work with Activity Three.

1. Ask students to read pages 82 and 83. These pages introduce students to a formal definition of penetration. After they have completed these pages call on several students and ask them what they think penetration means. When students have had an opportunity to define penetration in their own terms then tell them that they will be engaging in a role play exercise for the next two or three class meetings. This work will make it necessary for them to be in small groups of five students each. Tell the students that in these groups each member will be assuming the role of an important figure faced with making a decision of whether or not to allow Cummins to import various products into Mexico. Each student will receive a role description which outlines the characteristics of the individual whose role that student must assume. Tell the students that all of their activity in the groups will be based upon the information on the role descriptions which they receive. (You will use the same role descriptions for Round 1 and 2.)

2. Open the envelope marked Closing The Border Rounds 1 and 2 and take out the five role descriptions. These include Executive Secretary - National Commission on Foreign Investment, Minister of Industry and Commerce, Mexican Businessman, General Manager - Cummins Mexicana, Manager - Latin American Affairs - Cummins Engine Company. In each of the groups of five students, one student will receive one of these role descriptions. Therefore in a group of five, each student will have a different role description.

3. Tell the students to read their role descriptions very carefully. The information on the role descriptions will define their action for each role of the role play exercise. After each student has read his/her role description, pass out a copy of the background information for Round 1 to each student in the class. They should familiarize themselves with the background for this situation. Then, tell them that they must simulate a meeting of those people who will decide if the border will be closed on oil filters imported from Cummins Engine Company. They should take approximately 15 minutes to thoroughly answer the first four questions. Then, as an entire group of five students, they should list as many possible reasons both for closing the border and for not closing the border. Then, based on the consensus of the group, they should make a final decision.

4. After all of the groups have made a decision about whether or not to close the border, call on a representative from each group to report the groups decision and to explain their reasons for making their decisions. Be certain to draw out each student and attempt to have the students describe why they made their decisions.

Most of the groups of the Round 1 session probably will decide that the border should be closed. Closing the border means that Mexico will no longer be able to import oil filters from the United States. If they do this, they must have the capacity to manufacture oil filters themselves in Mexico. Cummins' major interest is to see that the quality of the engine is in no way compromised. Therefore, they must be certain that if oil filters are made in Mexico they will not harm the quality of the Cummins engines.

Circulate among the groups while they work the interests of each role which are listed below. This information may be helpful to you.

1. Should the Executive Secretary - National Commission on Foreign Investment vote to close the border?

   Most students should agree that the Executive Secretary should vote to close the border. The second goal of the Secretary is to see that no foreign company invests in an area in which Mexican companies operate successfully. The Mexican businessman has shown an ability to operate successfully in the field of oil filters. Therefore, there is no need to continue importing oil filters from Cummins Engine Company. The Executive Secretary's eleventh goal states that a foreign investment must increase the quality of a product made in Mexico. The businessman has demonstrated that he can produce a good quality oil filter. Therefore, Cummins provides Mexico with nothing when it offers to sell them oil filters. The Executive Secretary's first goal is to see to the Mexican company which cooperates with the foreign company contributes at least 60% of the money, parts, and labor for a final product. It is in the best interest of the Mexican economy to build as much of a product as it can using Mexican money, parts and labor. Therefore, by building oil filters Mexico can increase its contribution to the final product, in this case a Cummins engine. Refer to any other goals of the Executive Secretary if students continue to have difficulty in deciding whether or not the secretary should close the border.

2. Should the Minister of Industry and Commerce vote to close the border?

   The first goal of the Minister is not to register an agreement with the foreign company if the technology provided by that company is already available in Mexico. This goal is clearly violated by the fact that a Mexican businessman has demonstrated an ability to produce oil filters in Mexico. Therefore, the Minister would be interested in preventing or stopping the further importing of oil filters from Cummins Engine Company. The second goal of the Minister is an interest in the cost of the technology provided by a foreign company. Mexico saves nothing by importing oil filters from the United States. Therefore it is in the interest of the Minister to decide with the Mexican businessman and to close the border to oil filters from Cummins Engine Company.

3. Should the Mexican Businessman vote to close the border?

All students should agree that the Mexican Businessman should vote to close the border on oil filters. By closing the border the Mexican Businessman can be assured that no oil filters can be imported from outside of Mexico. If he manufactures oil filters, then his company stands to make a great deal of money as will the other suppliers of oil filters within Mexico. The Mexican Businessman also has information which should be of great interest to the Executive Secretary - National Council on Foreign Investment. The Mexican Businessman has three plants under construction. These plants will employ 200 Mexicans and will be located in poor areas of Mexico just outside Mexico City. Most of the things that interest the Executive Secretary such as employment for Mexicans and development of poorer areas of Mexico can be provided by the Mexican Businessman in the development of plants in Mexico to produce oil filters. Therefore, the Mexican Businessman will definitely vote to close the border to oil filters.

4. Should the General Manager - Cummins Mexicana vote to close the border?

There may be difference of opinions among students about whether the General Manager should vote to close the border. The General Manager should realize that the Mexican Businessman can provide good oil filters which will not compromise the quality of the Cummins engine. Therefore, the General Manager should not be worried about weakening the respect for the Cummins Engine Company in Mexico. The General Manager should also be impressed by the fact that the businessman has 3 plants under construction and will have the ability to manufacture enough oil filters to supply DINA. Generally the General Manager should not feel worried in any way that the production of oil filters in Mexico will hurt Cummins in a major way. However, by producing oil filters in Mexico, people who make the filters in Columbus, Indiana to export them to Mexico may be temporarily without a job. The General Manager may weigh the interest of these people in the United States against the interest of Cummins Mexicana which are to maintain favorable relations with the Mexican government. By voting to close the border Cummins Mexicana would probably be seen most favorablly by the Mexican government. Therefore, there are good reasons for students to say that the General Manager should vote to close the border and good reasons students to say that the General Manager should vote not to close the border.

5. Should the Manager - Latin American Affairs - Cummins Engine Company vote to close the border?

The seventh goal of the Manager is to protect the jobs of the 30 people who currently make oil filters to send to DINA. Many students might feel that this is the major interest of the Manager. However, the Manager has a much larger interest in making sure that the relationship between Cummins and DINA is not upset. Additionally the Manager wants to be certain that Cummins will stay on good terms with the Mexican government. Knowing that the Mexican government would like to close the border if possible, a Manager at Cummins would like to go along with this particularly if it only means displacing 30 workers in the United States temporarily. However if some students feel that the manager should vote to keep the border open, except this response if it is backed up with the reason that the manager's interest is protecting the jobs of Americans.

Having discussed the various roles with students, use the questions on the Background Information sheet for Round 1 to organize a general class discussion about this round of the role play exercise.

1. What are the 3 most important considerations of the Mexican government?

   Interests of the Mexican government include Mexican control of Mexican companies, employment for Mexicans, development of poor areas of Mexico, development of new technology in Mexico, making sure that foreign investors respect the country's social and cultural values.

2. What are the 3 most important considerations of Cummins Engine Company?

   The most important considerations of Cummins Engine Company include the quality of the Cummins engine, the preservation of the Cummins-DINA link, the protection of the Cummins-Mexico relationship, employment for American at Cummins Engine Company, making certain that Mexicans can manufacture goods which they close the border on, and obeying Mexican laws.

3. Based upon the role description, could Cummins control the decision?

   Based upon the role description, it is not likely that Cummins could control this decision. The odds are highly in favor of the Mexicans. Out of the five characters in this situation three are Mexican. Also, oil filters are not of great importance to Cummins Engine Company, and they would not be as likely to try to influence Mexicans over oil filters as they might over a more important product.

4. Who seems to have the most influence in this situation: Cummins or Mexico?

   For reasons stated in response to question number 3, Mexico seems to have most influence.

   Based upon responses to the question on the Background Information sheet for Round 1, most groups will decide to close the border on oil filters. Check the decision of each group and ask for justification.

Round Two

After you have thoroughly debriefed Round One of the game, then divide students into new groups of five. This time be certain that each group of five contains only people who have the same role description. You will use the same role descriptions for this round.

A Background Information Sheet for Round 2 is contained in a separate envelope. For example, one group of five will contain five students who are assuming the role Executive Secretary - National Commission of Foreign Investment. Another group of five will contain only students who assume the role of Minister of Industry and Commerce. Unlike Round One, in which each group was composed of five different roles, in Round Two each group is composed of five people who assume the same role. This round is designed for people to learn more about the interests of the various roles in this exercise. Pass out the background information sheet for round two to each student in the class. Ask them to work together as a small group for approximately 10 minutes listing five reasons why the role description which they are operating with would or would not close the border. After they have completed this task organize a class discussion by having one representative from each group report the group's findings.

As each group is giving a short report through one of its members, refer back to the various interests of the five individuals stated in Round One of the Teacher's Guide. Use this information if students have trouble generating reasons for closing or not closing the border.

Round Three

After you have completed Round Two, organize students into new groups of five. Arrange them in a similar fashion as you did for Round One - each of the five students having a different role description. Turn to the envelope marked Closing the Border Round Three and take out the students copies of the role descriptions. Pass out a set of five descriptions to each of the five students in a group. Ask them

to read the description carefully just as they did in Round One. Students will note that on some descriptions there is new information. They should use this information as they carry out the role play exercise.

After students have had five minutes to study the new role descriptions pass out the Background Information sheet for Round Three - one copy to each student in the class. Give students several minutes to read through the Background Information sheet. After they have read the Background Information sheet, ask students to participate in a fifteen minutes discussion in which they decide as a group whether or not to close the border to fuel injectors.

After students have completed work the Round Three, organize the class discussion around the discussion questions written on the Background Information sheet for Round Three.

1. <u>What are the three most important considerations of the Mexican government</u>?

   The Mexican government has largely the same interest as students found they have in Round One. However, in Round Three their interest is focused mainly on maintaining the country's reputation as one of the world's best builders of diesel engines. This reputation might be jeopardized if the Mexican businessman is allowed to build fuel injectors of possibly inferior quality. Therefore, the Mexican government's main interest is to see that the businessman has the ability to build injectors of good quality, and in the capacity needed by DINA.

2. <u>What are the three most important considerations of Cummins Engine Company</u>?

   Most students will realize the Cummins has a much greater interest in the issue of fuel injectors than it did in the issue of oil filters. For example, if the border is closed on fuel injectors 500 people may lose jobs in Columbus, Indiana. More important to the company, however, is the fact that it considers the fuel injector to be the most complex and most difficult part to make. Therefore they

remain very skeptical of any businessman who makes the claim of being able to build a good fuel injector. Also, if the Mexican businessman has any problem producing injectors, this may slow down the entire production line at DINA. For a variety of reasons, then, Cummins Engine Company seems to have a major interest in seeing that the border remains open on fuel injectors.

3. Based on the role descriptions, could Cummins control the decision in this situation?

   It is possible that Cummins could have much more influence in this situation than it did concerning oil filters. Cummins knows that the Mexican government wants to maintain its high reputation as a builder of good diesel engines. It also knows that the Mexican businessman has not yet demonstrated the ability to build good fuel injectors. Therefore, Cummins can make a sound case that by closing the border on fuel injectors the Mexicans may have a difficult, if not impossible, time obtaining good fuel injectors to put on Cummins engines in Mexico.

4. Who seems to have more influence in this situation - Cummins or Mexico?

   In Round One, Mexico seemed to have potentially the most influence in the situation. There are laws existing in Mexico which could make it extremely difficult for Cummins to operate there. Mexico has the legal power to close the border on nearly any part it wishes. However, unlike Round One, in this situation Mexico may not choose to exercise its influence. If it did choose to close the border, it might jeopardize its ability to make good diesel engines.

5. Based upon the situation as descripted in Round Three should the border be closed to fuel injectors?

   Most groups should say that the border should not be closed in this situation. The Mexican government has very little to gain and a great deal to lose. Cummins Engine Company has even more to lose in terms of jobs in Columbus, Indiana and reputation of the Cummins Engine in Latin America.

Before going on in the student material turn to Section I Part D of the Skills Kit and choose an exercise on generalization to use with the students in your class. Choose any one of the three exercises in Section D. Student copies appear in an envelope marked

Section I, Part D - Generalization. You will find a Teacher's Checklist accompanying the exercise you choose.

After completing the exercise on generalization, ask your students to read pages 84 to 86 and to answer the questions on page 87. Use these questions to organize a class discussion.

1. What are the most important concerns of the Cummins Mexicana office?

   Their greatest concern seems to be a desire for DINA to succeed and to expand as a business. They are also concerned, as they build their moral obligations to Mexico, to back up and support DINA in any situation that they can.

2. To what extent are the people members of the Cummins system?

   While the people at DINA are employees of a Mexican government company, most students should realize that the people in the Cummins-Mexicana office are very much a part of the Cummins system. They are employed by Cummins Engine Company and they report directly to Cummins Engine Company.

3. To what extent are these people also members of the political system to Mexico?

   In addition to being members of the Cummins system, these people have also integrated themselves into the political system to Mexico. They show a great respect for the customs and the government regulations of Mexico and they desire to operate within both.

4. How successful do you feel Cummins will be as it operates in Mexico?

   Be open to many student responses to this question. Many students may feel that given the respect which the Cummins people have for Mexico in general, they may be able to work successfully there. Additionally, DINA seems to be a thriving company and Cummins' association with DINA is likely to be very successful.

5. What relationship seems to exist between penetration and political development?

   Encourage students to make generalizations about the relationship between penetration and development.

Hopefully, the exercise which they completed from the Skills Kit on generalization will make them feel more confident in making generalizations. Successful penetration promotes development. By penetrating other political systems Cummins has had to develop new management positions and take on new personnel to deal with a variety of new problems which inevitably occur. In 1950, there was no need for Cummins to employ a staff of people primarily concerned with Latin American affairs. Today, because of the successful penetration of Mexico, Brazil, and other countries, Cummins has a whole level of management which deals exclusively with this area. In this sense, penetration has promoted development of a bureaucratic system at Cummins. The ability to continue developing into a bureaucratic system will depend on the continued penetration of other political systems. If Cummins no longer penetrates political systems its development as a bureaucratic system may slow or completely stop.

Ask students to read pages 88 through 99. Tell them these pages illustrate Cummins's penetration of Mexico and of another political system, India. Encourage students to think about the concept of penetration as they read these pages. After they have finished their reading, ask students the following questions:

1. What example of penetration exist in the pages you have just read?

   Many students will point to examples of penetration in Mexico which they have discussed in the role play exercise Closing the Border. These examples include learning the culture and customs of Mexico as well as obeying the regulations with respect to the operation of a foreign business in that country. Other students may suggest that Cummins has successfully penetrated England by its expansion into that area of the world, specifically its Darlington operation. Still other students may refer to Kirloskar-Cummins as an example of penetration. By expanding into that area Cummins has to learn even more customs and has had to abide by another set of regulations, in this case Indian regulations.

After students have read the material on DINA, Darlington, and Kirloskar, tell them that they will be reading about another example of political development. Then ask students to read pages

100 through 103 and to answer the questions on pages 104. Then use these questions to organize the final discussion for this activity.

1. What type of political system characterizes Mexico after 1920?

   Until the late 1920's, Mexican leaders such as Venustiano Carranza "1917 to 1920", Alvaro Obregon "1920-1924", Plutario Calles "1924-1928", headed the Mexican government as military leaders. They maintained control through coercion. Even though these leaders had goals which included better working conditions, distribution of land to the peasants, a limitation of influence and profits of foreign businessmen, they still led the country as dictators. They were a small group controlling most of the political resources in Mexico. Could be characterized as an elite political system.

2. How did this system change?

   After 1928 and the establishment of the Party of the Revolution, basic national groups began to be represented in the government. In the Party there was a Labor Sector, a Farm Sector, and a Military Sector. Membership of the Party was expanded vastly over the very limited role which common people had in previous Mexican governments. After 1928 participation of common people in Mexico increased sharply.

3. What example of penetration did you find in this case?

   Students should focus their attention on the ability of the Party to penetrate the local political bosses or caudillos. These bosses acted as virtual dictators in many local areas throughout Mexico. As Mexicans acquired increased amount of education, more wealth, and more organization through the party, they began to penetrate these small political systems and to undermine their power.

4. How did penetration promote development?

   In the case of Mexico, penetration made development possible. If the Party had not be able to penetrate the local caudillos, then they would have maintained control over their own local territories as they had done before. If they had continued to operate effectively, the caudillos would have made it possible for another dictator such as Porfirion Dias to regain control of Mexico. The caudillos would have continued to provide a system of control for anyone who had the opportunity and desire to return Mexico to an elite system. Penetration made it possible to undermine and break

the power of these local political bosses and therefore paved the way for the development of Mexico to a more open political system than it had been before the 1920's.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY 3. THEN, TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Jobs and Engines
Activity III

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teacher's Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity? (circle one)

   1 2 3 4 5 6 7 8 9 10 ____

2. Which of the following statements best describes your assessment of the section in the Teacher's Guide for this activity?

   ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?

   ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____

Jobs and Engines
Activity III

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

- ☐ ..... contributed greatly to my students' achieving the learning objectives.
- ☐ ..... detracted from my students' achieving the learning objectives.
- ☐ ..... engaged the interest of my students.
- ☐ ..... allowed my students to get distracted or bored easily.
- ☐ ..... was too repetitive.
- ☐ ..... was appropriate.
- ☐ ..... was inappropriate (specify) _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

- ☐ This activity just took too long to get through and this inhibited student interest and learning.
- ☐ This activity proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this activity.
- ☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my.....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.

Other _____

Jobs and Engines
Activity III

8. Which of the following statements best describe your assessment of the audio-visual components of this activity? (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students
were achieving the objectives

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity?

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity? _____
_____

13. Which statements below describe your assessment of this exercise?

☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
☐ The exercise which I chose did not challenge my students.
☐ The exercise I chose was too difficult for my students to complete successfully.
☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

_____

_____

_____

_____

What (briefly) would you identify as the weakest aspects of this activity?

_____

_____

_____

_____

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ACTIVITY FOUR: WHO CONTROLS MY JOB?
(Text Pages 105-130)

This activity introduces students to the concept of interdependence and how this idea relates to development. It focuses on the extent to which Cummins has become interdependent with Mexico since it entered the agreement with DINA in 1963. Particularly, it focuses on how interdependence can affect job security of Mexicans and Americans. In an effort to give students the ability to recognize the examples of interdependence, Activity Four introduces them to four study questions which appear on page 105-106. You should use questions as students investigate material concerning their relationship between Cummins Engine Company and Mexico. Students read about another example of interdependence in the alternative case presented in Activity Four. This case focuses on Tammany Hall, a Democratic political machine which controlled New York City throughout the late 19th and early 20th centuries.

Activity Four introduces students to a variety of skills. The activity begins by asking students to speculate about a meaning of interdependence. Before they do this they use one of the three exercises in the Skills Kit in Section I Part B. The Activity also contains a reference to Section II Part D of the Skills Kit. In this section you will find several moral reasoning episodes which focus on the Jobs and Engines Unit. Where the guide indicates, turn to the Section of the Skills Kit and use one of these episodes with your students. Finally, students will work with an exercise from the Skills Kit, Section III, Part C on Task Implementation.

Instructional Objectives

1. To identify and apply the concept of interdependence. Students can demonstrate partial achievement of this objective by their answers to questions on page 108, 109, 110. They can indicate final mastery of this objective by their responses to the unit mastery test.

2. To identify the relationship between interdependence and development. Student can indicate partial achievement of this objective by their answers on page 118, 119 and 124. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

3. To distinquish examples of penetration from examples of interdependence. Students can indicate partial achievement of this objective by their responses to questions on page 124.

4. To develop useful hypotheses about interdependence. Students can indicate partial achievement of this objective by their work with Section I Part B of the Skills Kit. They can demonstrate final mastery of this objective by their responses to questions on the mastery test for this unit.

5. To identify a sequence for the consideration of moral and ethical issues. Students can indicate partial achievement of this objective by their work with a moral reasoning exercise from the Skills Kit Section II Part E. They can demonstrate final mastery of this objective by their response to questions on the mastery test for this unit.

Instructional Procedures

This activity first introduces students to four study questions which will help them identify examples of interdependence. Ask students to read pages 105-107 and to respond to the questions on page 108-109, 110. Give students plenty of time to answer these questions. When they have finished them, organize a class discussion. If students are unsure about how to fill in the chart, refer to the three examples on page 108 which are already filled in for

the students. When students have completed work with these questions go through each one individually and encourage students to share their answers which they gave for each case. Use the answers which appear below to organize a class discussion as you go through each case.

	What situation affects both systems?	What is the link?	Can I control others?	Can I ignore others?	Interdependence
Case 1	The fire	The fire engine	No	No	Yes
Case 2	Both depend on Canadian market	"a" buys cars from "b"	No	No	Yes
Case 3	Maybe none?	None	No	Yes	No
Case 4	Both depend on Mexican market	The agreement between the companies	No	No	Yes
Case 5	Need to employ people, pollution	Laws of Pennsylvania	No	Probably Not	Yes
Case 6	Probably no situation	None	No	Yes	No
Case 7	Rising prices	Trade relation's between the countries	No	No	Yes
Case 8	Need for a better player in the major league team	Ownership of "b" by "a".	Yes	Yes	No

You should be familar with these responses before you use them for a class discussion. Think carefully about the responses. You may need to explain many of them to students who have recorded different responses. You may also find that some students have responses which are just as justifiable as those listed in this Teacher's Guide. If so, that is fine. This exercise is just designed for students to begin applying the four study questions to examples and non-examples of interdependence. You need to focus student attention on the use of these questions.

After students have completed work with the exercise ending on page 110 ask them to read the cartoon and its introduction on page 111 to 113. When they finish ask them the following questions:

1. Are the examples given in this cartoon interdependence?

> Many of your students may or may not feel that the examples listed in this cartoon are examples of interdependence. Encourage students to make their judgment based upon the application of the four study questions which they have just learned. For example, you may wish to focus student attention on the example of the sale of grain by the United States to the U.S.S.R. In this case many students may feel that this is an example of interdependence. The situation which affects them both might be a grain shortage in the Soviet Union. The link between them might be the ability of the U.S. to supply grain and the ability of the Soviet Union to supply money to buy the grain. Neither nation can control the other in this situation. Additionally, neither can afford to ignore the other. Since the Soviet Union needs to buy grain and the U.S. needs to sell grain they must be very careful to pay attention to one another. However, the U.S. can sell its grain elsewhere, so some students may feel that they are not examples of interdependence.

Now ask students to read a short case on the interdependence of jobs. This case begins on page 114 and ends on page 117. It asks

students to identify the relationship between Cummins Engine Company in Mexico by thinking about the four study questions introduced at the beginning of this activity. Ask them to read the case and then organize a class discussion on the questions listed on page 118.

1. Are Cummins and DINA affected by the same situation?

   They seem to be affected by the same situation. They both are confronted with the opportunity to sell diesel engines.

2. Is there an important link between these two political units?

   There is a crucial link between these two political units. On one hand Cummins needs DINA because DINA buys so many engine parts for assembly in Mexico. On the other hand, DINA needs Cummins because it depends completely on Cummins Engine Company to supply it with engine parts.

3. Can one political unit control a relationship it has with the others?

   The case makes clear the point that a variety of things could happen in either the United States or Mexico which neither country has complete control over. Some of these things may affect the relationship between Cummins and DINA. For example, a strike at DINA would close their engine plant for some period of time. If this happened they would not need to buy parts from Cummins. The result could be that some U.S. workers would not have anything to do and might lose the jobs they once had making engine parts to send to DINA. On the other hand, if there is a strike in the U.S., then Cummins may not be able to make all the engine parts which it has promised to DINA. If this happens, those people employed at DINA assembling Cummins engines may be out of work until the strike in the United States is over. Therefore, neither Cummins or DINA can completely control the relationship they have with one another.

4. Can one political unit ignore a relationship it has with the others?

   Most students should agree that neither Cummins nor DINA can ignore the relationship they have with one another. Cummins must pay careful attention to what

happens in Mexico and specifically at DINA. If it wants to maintain the relationship it has with DINA, and to continue selling engine parts to that government company, then it must not ignore what goes on there. Likewise, because it depends so heavily on Cummins Engine Company for engine parts, DINA must pay very careful attention to what goes on at Cummins. It must be sure to guard the relationship it has with Cummins and to do everything it can to make sure that the relationship prospers.

5. Do you think that Cummins and Mexico are interdependent?

Based upon the answer to questions 1-4 most students should agree that Cummins and DINA are very much interdependent. If there is disagreement in your class reguarding this question then go back to questions 1-4 and isolate the study question which students have disagreement on. Try to resolve this disagreement by referring them directly to the case materials about Cummins and DINA.

After students have completed work with the material about the interdependence of jobs, ask them to read pages 120-123 and to work with a partner to answer the discussion question on page 124. After they have completed these tasks, use the questions to organize a class discussion. The question and possible students responses appear below:

1. List 3 examples of penetration from the preceeding case.

Several examples of penetration which appear in the case include the following: Cummins has to meet strict requirements of the government in order to operate in Mexico; Cummins has to show and provide a new technology not available in Mexico; Cummins has to provide Mexico with excellent quality parts and to create jobs for Mexicans; Cummins must obey all Mexican laws; Cummins generally tries to maintain good relationship with the Mexican government.

2. What are two examples of interdependence which appear in the reading?

Encourage students to explain their responses to this question in terms of the four study question introduced in the beginning of this activity. Examples of interdependence include the following: the relationship between Cummins Engine Company and Mexico is indicated

by the fact that they are affected by the same situation - selling engines / work closely with one another / not able to control one another / and not being able to ignore one another; Cummins Engine Company and India for the same reasons.

3. What does interdependence do to Cummins?

Interdependence for Cummins means that it is now able to sell more engines and operate in more places throughout the world than it once could. However, because of interdependence Cummins is now affected by many events beyond its own control. While the workers in Columbus, Indiana have a lot to do, their jobs may also be in jeopardy because of events which happen in distant countries. As Cummins becomes more interdependent with countries throughout the world, more decisions have to be made away from Columbus, Indiana. This only emphasizes the fact that decision making cannot be controlled by a few people who sit in offices in Columbus. The distribution of political resources now includes a large number of other people within the Cummins system as they have to interact with the countries with which they operate. The old elite structure which once characterized Cummins is no longer suited to the needs of the new bureaucratic company. All of these reasons suggest that interdependence directly promotes the process of political development as students have seen it occur at Cummins Engine Company.

To complete this activity ask students to read pages 125-129 and to answer the questions on page 130. The case they will be reading deals with Tammany Hall, the Democratic Political Machine which controlled New York City throughout the late 19th and 20th century. After students have completed the discussion questions use them to organize a class discussion.

1. What type of system characterized Tammany Hall?

Tammany Hall seemed to have characteristics of an elite political system. Political resources were shared by a very few people and most political activities were carried out by a small group. The leaders in Tammany Hall controlled who would become the mayor and kept a tight grip over New York City through political appointments and close work with district chiefs throughout the city.

2. What situation affected politics in New York to cause Tammany to lose power?

Factors which affected politics in New York and caused Tammany to lose power include in-fighting in the Tammany organization, the influence of Jews and Italians in the city, the poor leadership of Mayors Walker and O'Brien, and the efforts of the Federal Government to break the power of the political machine.

3. Name two political groups with which Tammany eventually became interdependent.

Tammany eventually become interdependent with the Democratic Party in New York City, the Fusionist Party, and the Republican Party. No longer could Tammany completely control the relationship it had with these groups. Tammany became linked closely to these groups because it had a shared interest in continued power in the city. Because of decreased control within the Tammany organization Tammany Hall had to rely more and more on these groups. Likewise, these three parties had to work closely with the leaders of Tammnay Hall who, despite the fact that they were weakened, still maintained a great deal of power in the city. To get things done, the groups had to work together.

4. Why were they interdependent?

Try to focus student attention on the four study questions which they learned at the beginning of this unit. Ask them to state the situation which affects the groups and the links which exist between these groups. Also ask them if any of these groups could control the relationships it had with others or afford to ignore these relationships.

5. How does interdependence affect development?

Interdependence affects development by making it more difficult for a political system to operate independently without consulting or working with other political units. While an elite political unit may stay elite, interdependence means that it will have to begin to interact with other groups. More often than not, interdependence makes it so difficult for an elite political system to remain elite that parts of the system begin to open up as it becomes necessary to interact with other political groups. Interdependence makes it more difficult for resources to be concentrated within a small group since this small group has to take into consideration the needs and interests of other political units.

Jobs and Engines
Activity IV

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teacher's Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity? (circle one)

   1 2 3 4 5 6 7 8 9 10 _____

2. Which of the following statements best describes your assessment of the section in the Teacher's Guide for this activity?

   ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?

   ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____

Jobs and Engines
Activity IV

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

- ☐ ..... contributed greatly to my students' achieving the learning objectives.
- ☐ ..... detracted from my students' achieving the learning objectives.
- ☐ ..... engaged the interest of my students.
- ☐ ..... allowed my students to get distracted or bored easily.
- ☐ ..... was too repetitive.
- ☐ ..... was appropriate.
- ☐ ..... was inappropriate (specify) _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

- ☐ This activity just took too long to get through and this inhibited student interest and learning.
- ☐ This activity proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this activity.
- ☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my.....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.

Other _____

Jobs and Engines
Activity IV

8. Which of the following statements best describe your assessment of the audio-visual components of this activity? (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students
were achieving the objectives

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity?

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity? _____
_____

13. Which statements below describe your assessment of this exercise?

☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
☐ The exercise which I chose did not challenge my students.
☐ The exercise I chose was too difficult for my students to complete successfully.
☐ Comment _____

What (briefly) would you identify as the strongest aspects of this activity?

_____
_____
_____
_____

What (briefly) would you identify as the weakest aspects of this activity?

_____
_____
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ACTIVITY FIVE: HOW BIG?

In this short activity students will consider what may happen to Cummins Engine Company given the uncertain economic conditions of the United States and the world. While Cummins has been able to expand successfully over the past 40 years, these economic conditions may make it more difficult for Cummins to follow this policy. This activity should serve as a lead in Section I Part F of the Skills Kit which provides students with an opportunity to practice their skills at predicting alternative futures of political systems. The activity also provides students with an opportunity to practice skills of task implementation. To do this you will need to work with an exercise from Section III Part C of the Skills Kit. The guide will suggest a time when you might turn to the Skills Kit to use a lesson.

Instructional Objectives

1. To analyze alternative futures of various political systems. Students can indicate partial achievement of this objective by their work with alternative futures section of the Skills Kit. They can indicate final mastery of this objective by their responses to questions on the mastery test.

2. To demonstrate skills of task implementations in political situations relative to them. Students can indicate achievement of this objective by their work with the task implementation section of the Skills Kit.

Instructional Procedures

To begin this activity ask students to read pages 131-133 and to answer the questions on page 134. Then, use these questions to organize a class discussion.

1. What kind of political system has characterized Cummins in the last 20 years?

Most students should agree that in the last 20 years Cummins has become a most bureaucratic political system. Political resources have become stratified across groups of people at Cummins Engine Company. Most activities are carried out by people according to their position in the company. If students have difficulty grasping this idea refer them to the definition of a bureaucratic political unit on page 31, and also to the chart on page 28.

2. Given the current economic conditions described in the tables, what sort of company do you think Cummins will be in 10 years?

Try to have students speculate about the type of political system which they feel Cummins will become in the future. Do students think Cummins will remain a primarily bureaucratic system? Do students think it will revert to a primarily elite political system? Do students will become another political system? Be open to all answers and prompt students to suggest as wide a variety of alternatives as they can think of.

3. Why did you make the prediction you made?

Encourage students to justify their answers based on what they know about Cummins Engine Company today and based upon the information which they have read about in Activity Five which may affect the future of the political system at Cummins.

This activity will serve as an introduction to Section I Part F of the Skills Kit. Turn to this section of the Skills Kit and chose a lesson on alternative future to use in your class. You will find student copies of any exercise you wish in an envelope marked Section I Part F Alternative Futures. A Teacher's Checklist will accompany the exercise which you use. You will find the Teacher's Checklist accompaning the facsimile of the exercise in the Skills Kit.

After you have completed work with the exercise on alternative futures, turn to Section III Part C of the Skills Kit and chose a Level 1 or a Level 2 exercise on task implementation. Students copies of these exercises can be found in envelopes marked Section III Part C Task Implementation. You will find teacher instructions for these activities on pages 131-136. After you have completed work with the exercise on Task Implementation be certain that the students work with an application exercise for school or community settings found in Section III Part D of the Skills Kit beginning on page 341.

Jobs and Engines
Activity V

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teacher's Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity? (circle one)

   1 2 3 4 5 6 7 8 9 10 ____

2. Which of the following statements best describes your assessment of the section in the Teacher's Guide for this activity?

   ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?

   ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____

Jobs and Engines
Activity V

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

- ☐ ..... contributed greatly to my students' achieving the learning objectives.
- ☐ ..... detracted from my students' achieving the learning objectives.
- ☐ ..... engaged the interest of my students.
- ☐ ..... allowed my students to get distracted or bored easily.
- ☐ ..... was too repetitive.
- ☐ ..... was appropriate.
- ☐ ..... was inappropriate (specify) _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

- ☐ This activity just took too long to get through and this inhibited student interest and learning.
- ☐ This activity proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this activity.
- ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my.....
- ☐ .... high achievement students.
- ☐ .... average achievement students.
- ☐ .... low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.
- Other _____

Jobs and Engines
Activity y

8. Which of the following statements best describe your assessment of the audio-visual components of this activity? (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students
were achieving the objectives

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity?

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity? _____
_____

13. Which statements below describe your assessment of this exercise?

☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
☐ The exercise which I chose did not challenge my students.
☐ The exercise I chose was too difficult for my students to complete successfully.
☐ Comment _____

What (briefly) would you identify as the strongest aspects of this activity?

_____
_____
_____
_____

What (briefly) would you identify as the weakest aspects of this activity?

_____
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Comments: _____

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